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ABSTRACT

This study was conducted to assess the community's awareness of Polk Community College (PCC) and its function, using a random sampling of people from Winter Haven, Florida and the surrounding area served by the college. Approximately one-third of those interviewed were students; the remaining were a rather even distribution of housewives, skilled and semiskilled laborers, teachers, and other professionals. Each person was asked to give personal data and his opinion of why Polk Community College exists. Of the 198 people surveyed, 149 had either direct or indirect contact with the college. While most people did not understand the full function of PCC, its community services function was mentioned most often. The further people were removed from direct contact with the college or the field of education, the less likely they were to understand the function. The better educated interviewees tended to identify transfer programs as the major function. The study suggests that more should be spent on public relations and public information to make the community aware of the services and opportunities the college offers. The college must be made more visible in the press and through speaking engagements for community groups. The survey instrument and tabulated results are appended. (MJK)

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WHY DOES POLK COUNTY HAVE A COMMUNITY COLLEGE?

by

Hershel H. Nelson

Polk Community College

A PRACTICUM PRESENTED TO NOVA UNIVERSITY IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF DOCTOR OF EDUCATION

April 9, 1974

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Introduction

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This study was conducted to assess the community's awareness of Polk Community College and its function. The study involved interviewing a random sampling of people in Winter Haven, Florida, where the college is located, and surrounding areas served by the college. Each person interviewed was asked to furnish personal data and give his opinion of why Polk Community College exists.

Polk Community College has been in existence for a period of ten years. In its original setting, it was housed in dilapidated buildings located at an obsolete training field abandoned by the Air Force. When it was originally proposed, there was much enthusiasm in the county about establishing a junior college to serve the local population. The nearest state school from central Polk county at that time was fifty miles away, and many residents could not afford to commute this distance. The college is now located in Winter Haven, one of the county's most rapidly growing cities. Although there was rivalry and diversity of opinion as to which city in the county would become the college's permanent home when it left the air base, no significant impact was felt in college enrollment once the move was implemented. That is, it appeared that enrollment at the permanent site reflected a proportional representation of each city in the county in terms of its population and distance from the main campus. Not until 1972 did the college experience any noticeable decline in enrollment, and even then other colleges were undergoing similar trends.

That year, symptoms began to appear which prompted administrators to reassess the college's role in the community. Statistics from government, industrial, and commercial sources indicated that local population trends were increasing at an almost incalculable rate (see appendix). This would seem to indicate a corresponding increase in college enrollment, but the increase did not occur. Class enrollment in off-campus centers dropped to the extent that it was necessary to discontinue

some course offerings. On a percentage basis, records showed that fewer high school seniors were entering the college than in previous years, although the decline was not critical.

At first it was thought that these conditions were only temporary and would soon change, but they did not. Policy makers and high level administrators then decided to change the official name, Polk Junior College, to Polk Community College in an effort to more accurately communicate its intended purpose to those it was designed to serve. The college philosophy was re-examined to determine if it still properly described the college's current performance, but no substantial alteration in its wording seemed to be in order. The college philosophy as published in the college catalog is as follows:

All those who strive for more meaningful life in a changing world community should have within their physical and economic reach an outstanding institution of higher education. Polk Community College is dedicated to this purpose within Polk county by offering its citizens advanced educational programs which promise academic excellence, personal growth, cultural development, and meaningful employment orientation.

The intent of this practicum is to examine the opinions of Polk county citizens at random to determine their feelings about the purpose of Polk Community College. It may be that the general population expects to receive a different service than the college is now offering. It may be that there is insufficient communication between the college and the public, and that services now being offered are not generally known. It may be that the rapid population growth experienced in the last few years has changed the character and age structure of the community from what it was ten years ago. It may be that

the college has poorly served its clientele and is being rejected for its disservice. The college administration believes that a survey of public opinion on this subject will prove beneficial. If there are significant societal factors that influence the public's reaction to Polk Community's image and performance, the administration is eager to adjust to them should it be learned that the college is working at cross-purposes with society's expectations.

Information from this study may lead to increased or decreased support for the Public Speakers' Bureau, the advertising budget, recruiting efforts, and modification of college philosophy, if necessary. It is assumed that these findings will prove useful to department heads, division chairmen, and the Academic Dean in developing programs more in harmony with public expectations. Guided by this study, the Dean of Continuing Education will be able to more effectively schedule evening course offerings and the use of college facilities. The Director of Public Relations and Management Information will find several avenues to follow should it become necessary to adjust communication gaps between the college and clientele it serves.

Review of the Literature

Professor James Riggerink¹ of Polk Community College recently completed (January 1974) an intensive research effort to determine if off-campus courses located in four different cities served by the college are fulfilling their intended purpose as viewed by college administrators. Although his work was directed primarily toward the college's continuing education program in off-campus centers, his findings reflected a number of conditions interesting to administrators. There seems to be a significant shift in enrollment from the full time student (12 semester hours) to the part time student (less than 12 semester hours). This shift is due in part to the favorable job market caused by the county's sudden growth and the opening of the near by vacation attraction, Disney World. Students surveyed reflected a high degree of goal seeking persistence, however. They indicated that in cases where classes were cancelled due to small enrollment, they would attempt to enroll in the same course at a different location, and if that were not possible, in another course at the original location rather than discontinue their studies altogether.

There is much evidence on the national level to show that junior colleges will in the future absorb an increasing number of students lost to senior institutions. At the turn of the century there were only a few score of junior college students, whereas today their numbers exceed two million. Approximately 95% of these are in public institutions and with their peers in private two year colleges, they constitute 25% of all undergraduates in the United States.² This is largely due to the

nature of quick service, close proximity, and a minimum of institutional red tape typical of the junior college. The profile of these students if analyzed will reveal a married, older, and fully employed participant. It is also anticipated that an increased number of black students will be enrolled in the future. On a percentage basis, Polk Community College is currently enrolling less than a proportional part of the community's black population.

McCinnis Associates,³ Management Consultants of Pitman, New Jersey, were engaged during the 1972-73 academic year to make an analytical study of the organizational structure of Polk Community College to determine areas of weakness and make recommendations for improving over-all operational effectiveness. The results of this study particularly emphasized that the function of public relations should be a management function of primary importance, and should be staffed by professional public relations personnel with the executive officer of this office responsible directly to the chief executive of the college. It further indicated that there was a need to identify individuals and groups external to the college with whom the college's public relations program should be identified. These contacts should be the targets for periodic and regular information releases representative of major developments in the college. A detailed description of the duties, organizational structure and influence of the Director of Public Relations was provided, but to date there has been too little performance time to properly evaluate the value of McCinnis's recommendations.

Charles B. Collins⁴ reports that the junior college board of trustees may be non-representative of the clientele it serves and therefore is partly responsible for the college's detachment from the community in which it is located. In a 1969 study it was learned that board members, as a whole, are not the peers of parents who support the colleges through their sons and daughters. They are 85% male; only 12% are under forty years of age; they are 95% Caucasian, and a mere 2% are junior college graduates, while 67% have a bachelor's degree or better. Only 13% earn less than \$10,000 a year, and 70% have yearly incomes in excess of \$15,000. They are 77% Protestant; over 90% are classified as merchants, managers, professionals, or farmer ranchers. The likelihood that a board structured from these credentials would adopt policies that are in tune with the aspirations of students drawn from a cross section of a typical community is rare, indeed.

Tillery's research shows that less organizational change is in store for community colleges in Florida and Washington than other state he identifies as "pace-setter" states (Florida, California, Illinois, Michigan, New York, Texas, and Washington).⁵ At least 40% of the public two-year colleges in the United States expect to change in the manner in which they organize their institutional programs as a result of societal factors. Nationally, administrators, trustees, and faculty groups seek change but to differing degrees. Neither faculty unions nor faculty professional groups appear to be deeply involved in the change process, however. Students and community groups are also not very instrumental in influencing organizational change in the

junior college, one possible exception being business groups' influence upon the technical-vocational programs.

Procedures

This practicum called for the distribution of survey forms at random in the various localities served by Polk Community College. The form was constructed in such a way as to obtain information in the following categories (sample in appendix):

1. Age
2. Sex
3. Type occupation
4. Length of residence in county
5. Level of education
6. Direct and indirect contact with the college
7. Reasons why Polk county has a community college
8. Other remarks

Information obtained from the survey was processed by the data processing department of the college (see appendix) to obtain a composite picture of responses on which to base recommendations. Special attention was devoted to voluntary responses in questions calling for opinions not included in the question format. Every effort was made to tabulate numerical responses in each category and compare them to other categories calling for the same information. No attempt was made to supply additional information to respondents other than explain the meaning and intent of the questions on the form when necessary.

Summation of Data

Of the 198 people interviewed, 96 were male and 102 were female. Approximately one-third of those interviewed were students (63). The remaining two-thirds consisted of a rather even distribution of housewives (24), skilled (24) and semi-skilled (18) laborers (20), teachers (22), and other professionals (21). Format distribution was as follows:

1. Age categories of those interviewed covered:

High School	age 15-17	total of 49
College	age 18-22	total of 37
Adults	age 23-40	total of 60
Adults	age over 40	total of 52

2. Residence of those interviewed covered:

Residence of	1 - 5 years	total of 50
Residence of	6 - 10 years	total of 34
Residence of	11 - 15 years	total of 29
Residence of	16 - 20 years	total of 37
Residence of	over 21 years	total of 48

3. Educational status of those interviewed covered:

Those completing	elementary school only	total of 7
Those completing	junior high only	total of 55
Those completing	high school only	total of 60
Those completing	less than 4 years college	total of 37
Those completing	a 4 year college program	total of 18
Those completing	more than 4 years college	total of 21

4. Personal contact with Polk Community College of those interviewed covered:

Those with direct contact	total of 71
Those with indirect contact	total of 78
Those who had no contact	total of 49

5. Of the various purposes given as a function of Polk Community College, persons interviewed gave responses which were classified into the following categories in descending order of the number of times identified as a function of the college:

- a. Community Service (includes general education, community use of PCC facilities, consulting services, faculty, staff and administration lectures and programs delivered to various groups).
- b. University Transfer Program
- c. Vocational-Technical Education
- d. Adult Continuing Education
- e. Guidance
- f. Miscellaneous
- g. Do Not Know

Conclusions: (General)

1. Most people do not understand the functions of Polk Community College.
2. Of all the functions recognized, community service was mentioned most often, regardless of the person's background. This could possibly be a direct result of the name change from Polk Junior to Polk Community College.
3. The further removed from direct contact with the college or the field of education people were, the less likely they were to understand the functions of Polk Community College.
4. No significant differences between male and female replies appeared in any of the categories examined.

Conclusions: (Specific)

Occupation

1. Teachers, more than any other group, identified the university transfer function more often than the community service function.
2. Housewives, semi-skilled workers, and laborers had less knowledge of adult continuing education and transfer functions than other occupational group.
3. Students seemed to be less aware of the continuing education function than any other group.
4. Students and teachers recognized guidance functions more often than any other group.
5. The further removed from direct contact with the field of education people were, the less likely they were to understand the functions of the community college.

Age

1. More people over twenty-three were interviewed than any other age category.
2. Older people recognized more functions of the community college than younger people. Ages 23-41 and over recognized an average of two functions per person, while ages 15-22 recognized an average of 1.5 per person.

3. Sixteen percent of ages 15-17 recognized the guidance function. This was more often than any other age group.
4. One-third of ages 23-40 recognized the adult education function. This was more often than any other age group.
5. Ages 23-41 and over recognized the transfer function more often than ages 15-22.

Years Residence in County

1. As compared to other residents, an extraordinarily high percentage (66%) of those who had lived in the community 6 - 10 years identified the university transfer function.
2. An extraordinarily high percentage (22%) of 16 - 20 year residents identified the guidance function.
3. People who have lived in Polk County from 1 - 5 years seem to know as much about the college as those who have lived in the county for over 20 years.
4. The longer residents have been in Polk County, the more aware they seem to be of adult continuing education services. This is true for residents who have lived in the county for eleven years or longer.
5. About half of those who said they did not know the purpose of the college had lived in Polk County for ten years or less.

Educational Level

1. The more education people have, the more they emphasize the transfer purpose and deemphasize the community service purpose of the college.
2. The four-year college group identified the transfer purpose significantly more often than the vocational purpose. All other groups mentioned these two purposes an equal number of times.

Contact with Polk Community College

1. Those who had direct contact with PCC were less aware of the guidance function than those with indirect contact (11% vs 18%).

2. An extraordinarily large percent (24.7%) of persons interviewed had no contact with PCC.
3. Two and one-half percent of those who had direct contact with the college did not know the purpose of Polk Community College.

A Miscellany of Individuals' Comments

Numerous other uncategorized answers, both lofty and mundane, appeared in response to the question, "Why does Polk county have a community college?" One person mentioned that its purpose was "...to fulfill the dream of universal education." Another claimed direct credit for the college being established by answering that Polk county has a college because: "When I was a student at Winter Haven High School, a group of us met in the cafeteria to vote on whether or not to establish one. I voted for it and said that I would attend."

Some responses were totally uninformed or noncommittal. For example, one person replied to the question, "Why not? I don't know." And another exclaimed that she didn't know that PCC even existed and added, "I have seen the buildings, but I thought they were State Farm Insurance Company." Most people felt that Polk Community College did meet the real and immediate needs of the community by providing inexpensive education in easy access of residents.

Other general comments of praise included:

"It raises the standard of living and meets industrial demands within the county."

"It is a symbol of modernity."

"I wish it were a four-year college."

"Its small and the people ^{are} nice to you."

Several persons interviewed perceived Polk Community College as a college to train students who are not qualified for a four-year college, thought it served people from the lower income bracket, or stated it was for immature students needing two more years of supervised work. Illustrating the variety of consultation services Polk Community College offers, one woman gave an example of her sister's calling the college art department to find out how to make her skin black for Halloween.

Although the majority interviewees saw PCC as a definite asset to the community, some negative comments appeared. One businessman asserted, "I'm not very impressed with the products I've seen." Another respondent affirmed, "Its over-diversion of attention to students needing remedial help is seriously interfering with effective execution of its major task - transfer, community enrichment, and occupational training." Another disenchanted resident replied, "I have never heard much about the school, which leaves me with the impression that it is dull and stagnating."

These negative comments were somewhat offset by the praise one man, whose daughter attends school at PCC presently, voiced for the music department, "I feel that Polk county is fortunate to have an institution of the caliber that Polk Community College has earned for itself. I don't think I have ever heard an unfavorable comment from adults or young people about the college. I personally feel it is one of the better community colleges in the state of Florida. I am looking forward to my daughter's spending her first two years of college there."

Recommendations

Based upon the criteria presented in this study, the following recommendations are offered:

1. Substantially increase the budget (suggested 25%) of the Director of Public Relations and make an all out effort to reconcile the function of Polk Community College with public expectations. Increased emphasis should be placed upon academic and transfer programs.
2. Erect color coded signs at major traffic intersections to assist strangers in locating the campus. The many lakes in the Winter Haven area tend to disperse traffic and make direct routes to the college difficult to follow.
3. Erect on-campus signs compatible with the architecture of buildings on or near buildings indicating the building's function by name. "You are here" type maps should be made available for people on campus to assist them in touring the campus.
4. Prepare and circulate brochours describing the college's programs and services to county high schools. These brochours could offer the recipient a mail-in form for the purpose of seeking more specialized information. Similar literature could be included in monthly bank statements distributed by the several banks in the county.

5. Conduct special campaigns to reach the retired and elderly population (the county has many) and inform them of the evening continuing education program appropriate to their needs and interests. The inclusion of speakers from the college on the agenda of the American Association for Retired People offers an excellent opportunity to reach these people. A fee waiver for those over sixty-five taking credit courses would considerably improve the college's image and boost public relations.
6. Extend an invitation to high school counselors to participate in an on-campus "exchange work-day", thus allowing college counselors to work at high schools and high school counselors to become more familiar with the college and its programs.
7. Expand the currently operating Speakers' Bureau to include subjects that inform the public about the college in addition to the specialized academic subjects now covered. This "community service" can become an effective instrument in advertising the purpose of the community college.
8. Initiate a weekly radio question and answer program involving currently enrolled students. Such a program could be an informal discussion of campus life or a telephone call-in question and answer session.

- o. Survey major employing agencies over the county to determine their skill needs for both current employees and prospective employees. Inform them of the college's course offerings and the possibility of developing courses compatible with their needs. Many firms are anxious to retrain their present employees and are willing to bear the expense.
10. Investigate the possibility of offering day care services for mothers enrolled at the college on a full-time basis. Some colleges have been able to take advantage of federal grants for this purpose and utilize the day care center as a training ground for their psychology, sociology, nursing, physical education and teacher aid programs as well.
11. Make special effort to include all college functions that are newsworthy in all county newspapers rather than those actively seeking college news. Keep a milage chart on the space coverage in the various papers so that a tabulation of coverage can be made over a period of time.
12. Offer open house tours of the campus as part of the Chamber of Commerce and WelcomeWagon efforts to make new residents feel welcome. Collect names and addresses of new residents (available free from public utility companies and mail notices of community service functions to them (concerts, film series, plays, athletics etc.)).

13. Utilize the college mobile van to visit shopping centers and malls equipped with public address system and music to invite persons to become acquainted with the college and its programs. It is important that members of the teaching staff as well as counselors be present on such occasions to answer questions.
14. Utilize local newspapers to print the entire semester schedule of courses being offered each term, as well as the college calendar of events. Offer in the same publication an opportunity to mail in registration and to receive by return mail detailed instructions on registration follow-up requirements.
15. Lease out college buildings and facilities (gym, assembly hall, theater, etc) for community club and non-profit institutions. Many indirect contacts with the college are made through use of college facilities.

Abstract

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WHY DOES POLK COUNTY HAVE A COMMUNITY COLLEGE? is a study involving 198 random interviews with people living in the area served by Polk Community College. Subjects were given a formal interview sheet with several suggested reasons for the college's existence listed and space for additional comments. Personal background information on subjects being interviewed was collected, tabulated, and analyzed to construct profiles upon which recommendations might be made to the college administration. Based upon data compiled in this study, some fifteen positive recommendations were offered for implementation in an effort to more closely align the college's actual performance with the expectations of society as revealed in the study.

APPENDIX

Interview

Date: _____

1. Age: _____

2. Sex: _____

3. Occupation: _____

4. Have you had any personal contact or involvement with Polk Community College, such as taking a course yourself or someone you know having done so?

5. How long have you lived in Polk county? _____

6. What is the highest education you have achieved?

Elementary____ Jr. High____ High School____ College 1 2 3 4 5 6

Other training _____

7. Why does Polk county have a community college?

8. Other remarks:

	1973	1975	1980	1985	1990	1995
KATHLEEN/M. LAKE LAND	13,027	16,754	29,583	42,412	58,061	73,710
POLK CITY	2,286	3,407	9,450	15,502	23,400	31,297
L-4 & 27	1,747	5,580	19,462	33,345	44,165	54,990
HAINES CITY/DAVENPORT	12,794	16,257	40,449	64,642	103,545	142,447
LAKE ALFRED	5,321	8,023	16,587	25,155	32,175	39,195
AUBURNDALE	12,408	14,288	24,546	34,807	46,653	58,500
LAKE LAND	77,780	83,157	115,142	147,127	176,377	205,627
S. LAKE LAND/HIGHLAND CITY	16,585	21,840	43,240	64,642	83,216	101,780
WINTER HAVEN	50,804	57,768	88,846	119,925	153,562	187,200
DUNDEE/LAKE HAMILTON	3,995	5,545	13,302	21,060	29,835	38,610
LAKE WALES	19,920	24,262	46,352	68,737	91,698	114,660
ALTURAS	1,708	2,331	5,405	8,482	14,332	20,182
BARTOW	14,918	16,482	27,983	39,487	51,918	64,350
MULBERRY	4,532	5,060	9,403	13,747	21,937	30,127
BRADLEY JUNCTION	1,335	1,763	4,390	7,020	11,700	16,380
HILCREST HEIGHTS	3,433	4,554	10,465	16,380	22,815	29,250
INDIAN LAKE ESTATES	865	1,351	4,770	8,190	14,625	21,060
FROSTPROOF	5,215	5,694	10,304	14,917	24,131	33,345
FT. MEADE	5,689	6,168	10,317	14,468	22,760	31,052
TOTAL	254,853	300,284	529,996	760,045	1,025,905	1,293,772

POLK COMMUNITY COLLEGE

COMMUNITY SURVEY

DATA COUNT

The Purpose of Polk Community College is seen as:	Total Responses	Male	Female	Students	Teachers	Other Prof.	House wife	Skilled Workers	Semi Skilled	Labors
Community Service	114	54	60	33	14	10	16	14	13	9
Univ. Transfer Prog.	84	48	36	30	17	10	4	13	7	2
Vocational-Tech Ed.	68	31	37	18	13	9	11	9	3	5
Adult Continuing Ed.	46	24	22	10	9	7	5	7	5	3
Guidance	23	14	9	10	7	2	1	2	0	2
Miscellaneous	20	9	11	10	2	3	2	0	1	2
Don't know	16	8	8	5	0	2	3	2	0	4
TOTAL PEOPLE	198	96	102	68	22	21	24	24	18	20

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POLK COMMUNITY COLLEGE

COMMUNITY SURVEY

DATA COUNT

The Purpose of Polk Community College is seen as:	Total Responses	H.S. Age		Col. Age		Y. Adults		Adults			
		15-17	18-22	23-40	41+	1-5	6-10	11-15	16-20	21+	
Community Service	114	26	22	31	35	33	16	17	21	27	
Univ. Transfer Prog.	84	20	12	26	26	19	22	12	14	17	
Vocational-Tech. Ed.	68	15	11	24	18	16	15	11	9	17	
Adult Continuing Ed.	46	7	5	20	14	11	6	6	10	13	
Guidance	23	8	3	7	5	5	3	3	8	4	
Miscellaneous	20	8	3	9	0	5	1	3	7	4	
Don't Know	16	2	5	6	3	6	1	3	2	4	
TOTAL PEOPLE	198	49	37	60	52	50	34	29	37	48	

POLK COMMUNITY COLLEGE
COMMUNITY SURVEY

The Purpose of Polk Community College is seen as:	DATA COUNT									
	Total Responses	Elem Sch.	Jr. High	Sr. High	Some Col.	4-yr. Col.	4-yr. plus	Direct	Indirect	None
Community Services	114	5	28	27	28	13	13	48	43	23
Univ. Transfer Prog.	84	4	19	19	13	13	16	26	34	24
Vocational-Tech Ed.	68	3	15	14	14	7	15	28	23	17
Adult Continuing Ed.	46	2	6	12	9	8	9	24	13	9
Guidance	23	0	5	5	3	4	6	8	14	1
Miscellaneous	20	0	6	7	5	1	1	7	8	5
Don't Know	16	0	7	7	1	1	0	5	6	5
TOTAL PEOPLE	198	7	55	60	37	18	21	71	78	49

POLK COMMUNITY COLLEGE

COMMUNITY SURVEY

PERCENTAGES DATA

The Purpose of Polk Community College is seen as:	Total Responses	Male	Female	Students	Teachers	Other House- Prof. Wives	Skilled Workers	Semi Skilled	Laborers
Community Service	57.6	56.3	58.8	55.0	63.6	47.6	58.3	72.2	45.0
Univ. Transfer Prog.	42.4	50.0	35.3	44.1	77.3	47.6	54.2	38.9	10.0
Vocational-Tech Ed.	34.3	32.3	36.6	26.5	50.1	42.9	37.5	16.7	25.0
Adult Continuing Ed.	23.2	25.0	21.6	14.7	40.0	33.3	20.2	27.8	15.0
Guidance	11.6	14.6	8.8	14.7	31.8	9.5	8.3	0.0	5.0
Miscellaneous	10.1	9.4	10.8	14.7	9.1	14.3	0.0	5.6	10.0
Don't Know	8.1	8.3	7.8	7.4	0.0	0.5	8.3	0.0	20.0
TOTAL PEOPLE	108	96	102	68	22	21	24	18	20

POLK COMMUNITY COLLEGE

COMMUNITY SURVEY

PERCENTAGES DATA

The Purpose of Polk Community College is seen as:	Total Responses	H.S. Age 15-17	Col. Age 18-22	Y. Adults 23-40	Adults 41+	Years Residence in County				
						1-5	6-10	11-15	16-20	21+
Community Service	57.6	53.1	59.5	51.7	67.3	66.0	47.1	58.6	56.8	56.3
Univ. Transfer Prog.	42.4	40.8	32.4	43.3	50.0	38.0	64.7	41.4	38.8	34.4
Vocational-Tech Ed.	34.3	30.6	29.7	40.0	34.6	32.0	44.1	37.9	24.3	35.4
Adult Continuing Ed.	23.2	34.3	13.5	33.3	26.9	22.0	17.6	20.7	27.0	27.1
Guidance	11.6	16.3	8.1	11.7	9.6	10.0	8.3	10.3	21.6	8.3
Miscellaneous	10.1	16.3	8.1	15.5	0.0	10.0	2.9	10.3	18.9	8.3
Don't know	8.1	4.1	13.5	10.0	5.8	12.0	2.9	10.3	5.4	8.3
TOTAL PEOPLE	198	49	37	60	52	50	34	29	37	48

POLK COMMUNITY COLLEGE

COMMUNITY SURVEY

PERCENTAGES DATA

The Purpose of Polk Community College is seen as:	Total Responses	Elem Sch.	Jr. High	Sr. High	Some Col.	4-yr. 4-yr. Col. /	Direct	Indirect	None
Community Service	57.6	71.4	50.9	45.0	75.7	72.2 61.9	67.6	55.1	46.9
Univ. Transfer Prog.	42.4	57.1	34.5	31.7	35.1	72.2 76.2	36.6	43.6	49.0
Vocational-Tech Ed.	34.3	42.9	27.3	23.3	37.8	38.9 71.4	39.4	29.5	34.7
Adult Continuing Ed.	23.2	23.6	10.9	20.0	24.3	44.4 42.9	33.8	16.7	18.4
Guidance	11.6	0.0	9.1	8.3	8.1	22.2 28.6	11.3	17.9	2.0
Miscellaneous	10.1	0.0	10.9	11.7	13.5	5.6 4.8	9.9	10.3	10.2
Don't know	9.1	0.0	12.7	11.7	2.7	5.6 0.0	7.0	7.7	10.2
TOTAL PEOPLE	198	7	55	60	37	18 21	71	78	49

BEST COPY AVAILABLE

Footnotes

BEST COPY AVAILABLE

1. James Rigterink, An Investigation of Off-Campus Credit Courses, Polk Community College, January 1974,
2. Dale Tillery, A College for Everyone, Nova National Ed.D. Program, November 1973, p. 8.
3. William J. McGinnis, Jr. Communications Report - Polk Community College, June 1973, p. 7.
4. Charles E. Collins, "A Redefined Board for a Redefined Community", Junior College Journal, Vol 41, #6, (March 1971), p. 100-102.

UNIVERSITY OF CALIF.
LOS ANGELES

JAN 24 1975

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION